DOCUMENT RESUME

ED 351 460 CE 062 190

AUTHOR	Mannebach, Alfred J.; And Others
TITLE	Career Development, Supervised Agricultural Experience, and FFA. The Connecticut Vocational Agriculture Education Curriculum.
INSTITUTION	EASTCONN Regional Educational Services Center, North Windham, CT.
SPONS AGENCY	Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
PUB DATE	May 91
NOTE	117p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Agricultural Education; Behavioral Objectives; *Career Development; Competence; Competency Based Education; *Course Content; Educational Resources; High Schools; Integrated Curriculum; Learning Activities; Occupational Information; State Curriculum Guides; *Student Organizations; *Supervised Occupational Experience (Agriculture); Teaching Methods; Units of Study; Vocational Education; Work Experience Programs
IDENTIFIERS	Connecticut; *Future Farmers of America

ABSTRACT

This curriculum guide was developed to help teachers and administrators in Connecticut Regional Vocational Agriculture Centers to update and upgrade their vocational agriculture curriculum in the areas of career development, supervised agricultural experience (SAE), and Future Farmers of America (FFA). The curriculum incorporates the competencies related to each area and integrates them with elements of Connecticut's Common Core of Learning. An emphasis is placed on new and emerging, as well as current, occupations. The three sections of the curriculum guide, Career Development, FFA, and SAE, provide two to six units for each of the three areas. Information provided includes the following: length of study, when taught, competencies, course outline, teacher and student activities, evaluation criteria, references and resources, and a unit review for teachers to return to the curriculum committee. Topics covered in the career development curriculum are as follows: career exploration and self-awareness, goal setting and job exploration, obtaining employment and job application, and post high-school plans. The FFA curriculum includes the following: introduction to the FFA, programs and activities, FFA leadership, applications and programs, banquets and beyond, and parliamentary procedure. The two units of the supervised agricultural experience curriculum are SAE programs and ideas for SAE projects. Two appendixes provide sample forms and records and explain the relationship of vocational education in agriculture to the Connecticut Common Core of Learning. A bibliography lists 20 references. (KC)

CT91CD10

ED351460

CAREER DEVELOPMENT, SUPERVISED AGRICULTURAL EXPERIENCE, AND FFA

THE CONNECTICUT VOCATIONAL AGRICULTURE EDUCATION CURRICULUM

Prepared by
PROJECT STAFF
EASTCONN
ROUTE 6 (HAMPTON)
NORTH WINDHAM, CONNECTICUT

Prepared for
CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
BUREAU OF VOCATIONAL SERVICES
MIDDLETOWN, CONNECTICUT

DR. ALFRED J. MANNEBACH
Project Director

ARLENE J. CHORNEY
Project Assistant

JANE AMENTA
WILLIAM DAVENPORT
SCOTT HENDRICKS
CHARLES MAVRELION
BONNIE NOEL
SUZANNE WEED
Writers, Curriculum Units

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

V. L. Dunn

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

MAY, 1991

This project was supported by funds made available to Connecticut through P.L. 98-524.

All opinions expressed reflect the views of the authors and are not necessarily those of the State Department of Education.

CE062190

BEST COPY AVAILABLE

ACKNOWLEDGMENTS

The Project Director and Project Assistant wish to express their appreciation to those who have contributed to the success and completion of the curriculum. A sincere thank you is extended to the curriculum writers for their conscientious efforts throughout the project. Special recognition is due to Dr. David Calchera, Paula Colen and Ginny Cardner, EASTCONN, whose knowledge of project grant procedures and expert skills made the completion of the project possible.

Special appreciation is extended to Mr. Roger Lawrence, State Consultant, Vocational Agriculture, Mr. Milton Natusch, FFA Executive Secretary, Dr. Valerie Dunn, Project Officer, and Ms. Leslie M. Averna, Chief, Bureau of Vocational Services, for their involvement in the initiation and direction of the study. We would also like to extend our gratitude to Frances Marotta for her efficiency and expertise in entering the curriculum on the word processor. Her efforts will make future revisions of the curriculum much easier.

Finally, to the teachers of vocational agriculture education in Connecticut, for whom this curriculum is intended, appreciation is extended for their cooperation in providing input and support throughout the study.

Dr. Alfred J. Mannebach
Project Director

Arlene J. Chorney
Project Assistant

TABLE OF CONTENTS

PREFACE

ACKNOWLEDGEMENTS

CAREER DEVELOPMENT CURRICULUM.....1-30

Career Exploration and Self Awareness.....1

Goal Setting and Job Exploration.....7

Obtaining Employment and Job Application.....12

Post High School Plans.....22

FFA CURRICULUM.....31-59

Introduction to the FFA.....31

Programs and Activities.....37

FFA Leadership.....41

Applications and Programs.....45

Banquets and Beyond.....48

Parliamentary Procedure.....52

SAE PROGRAMS CURRICULUM.....60-76

SAE Program.....60

Ideas for SAE Projects

Agricultural Mechanics.....68

Animal Science.....70

Natural Resources.....73

Plant Science.....75

APPENDIX A
SAMPLE FORMS AND RECORDS.....77

SUPERVISED AGRICULTURAL EXPERIENCE PLANNING FORM

Directions and Example.....78
Blank Form.....79

SUPERVISED AGRICULTURAL EXPERIENCE AGREEMENT

Directions and Example.....80
Blank Form.....81

SAE HOURLY RECORDS

Directions and Example.....82
Blank Form.....83

AGRICULTURAL INVENTORY FOR YEAR

Blank Forms.....84

PERSONAL INVENTORY

Blank Form.....86

RECORD OF INSTRUCTOR'S VISITS AND CONFERENCES

Blank Form.....87

FFA LEADERSHIP OFFICES AND AWARDS

Blank Form.....88

PARTICIPATION IN FFA ACTIVITIES

Blank Form.....89

APPENDIX B
VOCATIONAL EDUCATION IN AGRICULTURE AND THE COMMON CORE OF LEARNING....90

Attributes and Attitudes.....91

Skills and Competencies.....92

Understandings and Applications.....94

The Common Core.....96

GENERAL BIBLIOGRAPHY.....99-100

PREFACE

These materials in Career Development, Supervised Agricultural Experience, and FFA for the Connecticut Vocational Agriculture Curriculum have been designed for use in the Connecticut Regional Vocational Agriculture Centers. These centers are multi-staffed with two or more teachers of Vocational Agriculture who have each developed an expertise in one or more of the major areas of agriculture: Animal Science, Plant Science, Agricultural Mechanics, and Natural Resources and Aquaculture.

A full program of Vocational Agriculture Education consists of four years of enrollment. In the first two years, students usually enroll in exploratory units of study in each of the four major areas. Emphasis in each area is on the development of fundamental skills and a general understanding and appreciation for the field of Vocational Agriculture Education. In addition to their classroom studies, students are encouraged to develop leadership talent through their involvement in the FFA chapter and to find practical application of units studied through the supervised agricultural experience program. In the third and fourth years of enrollment it is recommended that students elect special units of study which will best prepare them to meet their individual objectives and goals.

The three curriculum areas originally prepared ten years ago - Career Development, Supervised Agricultural Experience, and FFA - have been critically reviewed and updated for this volume. They have been fully developed, incorporating the competencies relevant to each area. In addition, through a process of group consensus, the focus of each area has been expressed in terms of the elements of Connecticut's Common Core of Learning.

There was an emphasis on involvement in new and emerging, as well as current, occupations. The activities and materials included in the Career Development area and the lists of possible Supervised Agricultural Experience projects both serve to provide teachers with the tools by which they may give direction into the extensive array of opportunities provided by a curriculum in vocational agriculture education.

Throughout the revisions, the participating teachers were cognizant that one objective of the project was to address the needs of current enrollees, including the special needs population. The three curriculum areas herein revised were particularly suited to addressing the needs of all students: self-awareness and job requirements; self-development in interpersonal and leadership skills; and individualized supervised experience projects. A number of useful resources for meeting the needs of special populations are listed in the bibliographies.

Although the bibliographies included at the end of each section are extensive, they are not exhaustive. It is hoped that the teachers using these materials will consider the listings a starting point for thorough review of the literature and teacher resources.

CAREER DEVELOPMENT CURRICULUM

UNIT: Career Exploration and Self Awareness

LENGTH: One week. Select areas of content according to student needs and time available.

WHEN TAUGHT: Grade 9

COMPETENCIES: The student will be able to:

1. Define job, occupation, and career.
2. Describe scope of agriculture and agribusiness in broad terms.
3. List three trends which are evident in agriculture and agribusiness at the local, state, national and international levels.
4. Identify the five major career paths in the field of agriculture and agribusiness.
5. Name three sources of information appropriate for research in agriculture and agribusiness.
6. List the duties of four careers within each one of the five major career paths.
7. Develop a personal profile and personal inventory by utilizing various test results in the areas of achievement, attributes, competencies, interests, abilities, and aptitudes.

CONTENT:

I. Definitions

- A. Job
- B. Occupation
- C. Career

II. Scope

- A. Agriculture
- B. Agribusiness

III. Trends

A. Statistical data comparison

B. Reasons

C. Implications and impacts

D. Projected changes

IV. Career paths

A. Plant science

B. Animal science

C. Natural resources/Aquaculture

D. Agriculture mechanics

E. Agribusiness management

V. Sources of information

A. Agriculture and agribusiness community

B. Vocational agriculture instructor

C. Guidance counselor

D. Apprenticeship program

E. Mentoring program

F. Junior achievement

G. Alumni

H. Adult education program

I. Community college program

J. Cooperative Extension Agency

K. Other

VI. Representative careers

A. Plant science

1. Floral designer

2. Greenhouse manager

3. Landscaper

4. Nursery operator

5. Turf farmer

B. Animal science

1. Meat cutter

2. Animal breeder

3. Horse trainer

4. Pet shop manager

5. Dog groomer

C. Natural resources

1. Agricultural Stab ization and Conservation Service

2. Trapper

3. Game Warden

4. Forest Ranger

5. Taxidermist

D. Agricultural mechanics

1. Agricultural equipment operator

2. Diesel mechanic

3. Welder

4. Land surveyor

5. Parts manager

E. Agribusiness management

1. Agricultural chemical dealer

2. Computer operator

3. Farm auctioneer

4. Custom operator

5. Salesperson

VII. Personal profile and personal inventory

A. Self-awareness

1. Individual interests

2. Likes and dislikes

3. Saleable skills

4. Aptitudes, attitudes, abilities, aspirations and self concept

5. Other

B. Self-assessment

1. Values

2. Interests

3. Personality profile

4. Competencies

5. Personal attributes

6. Other

C. Personal experience and involvement

1. Work experience

2. Extra curricular activities

3. Hobbies

4. Religious groups

5. Other

TEACHER ACTIVITIES:

1. Provide and discuss objective sheet.

2. Collect and make available brochures, pamphlets, audio-visuals, computer software and other materials on agricultural careers.

3. Discuss the importance of a career in agriculture.

4. Organize a field trip to allow an opportunity to see the areas of agriculture and agribusiness.

5. Arrange to have administered tests and activities such as:

   A. Personality inventory

   B. Values assessment

   C. Aptitude testing

   D. Stress test

   E. Armed Services Vocational Aptitude Battery Test

6. Invite guest speakers.

7. Assist each student in the development of a folder which includes a personal profile and inventory materials.

8. Administer quizzes and tests.

STUDENT ACTIVITIES:

1. Read objectives.

2. Maintain a notebook on class presentations and discussions.

3. Write a report on self awareness including interests (what you like to do), aptitudes (what you do well), abilities (what you have done), and aspirations (what you want to do or be).

4. Identify and explore two different occupations of interest.

5. Interview a worker in an occupation of interest.

6. Develop a folder which includes personal profile and inventory materials.

7. Complete quizzes and tests.

EVALUATION:

1. Attendance

2. Maintaining a notebook

3. Development of a folder

4. Class projects

5. Quizzes and tests

INDIVIDUAL TEACHER UNIT REVIEW

This addition to the Curriculum Guide is included after each unit. After teaching this unit of instruction, please complete the form below. It is intended to be used by curriculum writers the next time this curriculum is revised. It is also intended for your own use as a basis for evaluating and updating each unit of study.

A. ADDITIONAL AND UPDATED TEACHING METHODS:

1. Student Activities--

2. Teacher Activities--

3. Evaluation Methods--

B. UPDATED BIBLIOGRAPHY:

1. References--

2. Media--

3. Computer Resources--

C. ADDITIONAL AND UPDATED RESOURCES INCLUDING ADDRESSES AND PHONE NUMBERS:

1. Resource Address Phone

D. WHEN TAUGHT AGAIN I WOULD MAKE THESE CHANGES:

1.

2.

3.

CAREER DEVELOPMENT CURRICULUM

UNIT: Goal Setting and Job Exploration

LENGTH: One week. Select areas of content according to student needs and time available.

WHEN TAUGHT: Grade 10

COMPETENCIES: The student will be able to:

1. Update personal profile and personal inventory.
2. Differentiate goal and objective.
3. Discuss the importance of establishing goals and objectives in life.
4. Write three personal career goals and objectives.
5. Names four important factors to consider when selecting a career goal.
6. List three reasons for choosing a career goal.
7. Identify how a vocational program in agricultural education leads to goal attainment.
8. Research a job based on career development criteria.

CONTENT:

I. Personal profile and personal inventory update
   - A. As needed
   - B. Annually

II. Definitions
   - A. Goals
   - B. Objectives

III. Establishing goals and objectives

- A. Conceivable
- B. Believable
- C. Desirable
- D. Achievable
- E. Measurable
- F. Other

IV. Career goals and objectives

- A. Personal
- B. Professional
- C. Short term
- D. Long term
- E. Other

V. Factors for selecting a career goal

- A. Type of work
- B. Educational training
  1. High school
  2. Post high school
- C. Financing necessity
- D. Means of getting a job
- E. Entry level requirements
- F. Advancement possibilities

G. Licensing or certification

1. driver's license

2. pesticide license

3. certificate of completion for training program

4. other

H. Working conditions

I. Health and physical requirements

J. Earnings and benefits

K. Future outlook

VI. Choosing a career

A. Happiness and satisfaction

B. Opportunities for promotion and advancement

C. Financial and fringe benefits

D. Selection of people with whom to work

E. Other

VII. Benefits of a vocational agricultural education program

A. Assist student in becoming established

B. Supervised Agricultural Experience Program, preparation of occupational training

C. FFA activities for leadership development

D. Classroom and laboratory instruction

E. Other

VIII. Job Research

A. Title

B. Description

C. Age requirement

D. Educational requirements and training

E. Subjects to study

F. Methods of entry

G. Methods of advancement

H. Occupational future

I. Working conditions

J. Salary range

K. Number of people employed in U.S.

L. Number of openings per year

M. Personal qualifications

N. Fringe benefits

O. Advantages

P. Disadvantages

Q. Related job opportunities

R. Other

TEACHER ACTIVITIES:

1. Provide and discuss objective sheet.

2. Assist each student with updating personal profiles and personal inventory folders.

3. Collect and make available brochures, pamphlets, audio-visuals, computer software and other materials.

4. Assist with developing career goals and objectives.

5. Assist the student in a job search.

6. Invite guest speakers.

7. Administer quizzes and tests.

STUDENT ACTIVITIES:

1. Read objectives.

2. Update folder on personal profile and personal inventory.

3. Maintain a notebook on class presentations and discussions.

4. Write three personal career goals and objectives.

5. Complete a job search.

6. Complete quizzes and tests.

EVALUATION:

1. Attendance

2. Maintaining a notebook

3. Development of a folder

4. Class projects

5. Quizzes and tests

INDIVIDUAL TEACHER UNIT REVIEW

This addition to the Curriculum Guide is included after each unit. After teaching this unit of instruction, please complete the form below. It is intended to be used by curriculum writers the next time this curriculum is revised. It is also intended for your own use as a basis for evaluating and updating each unit of study.

A. ADDITIONAL AND UPDATED TEACHING METHODS:

1. Student Activities--

2. Teacher Activities--

3. Evaluation Methods--

B. UPDATED BIBLIOGRAPHY:

1. References--

2. Media--

3. Computer Resources--

C. ADDITIONAL AND UPDATED RESOURCES INCLUDING ADDRESSES AND PHONE NUMBERS:

1. Resource Address Phone

D. WHEN TAUGHT AGAIN I WOULD MAKE THESE CHANGES:

1.

2.

3.

CAREER DEVELOPMENT CURRICULUM

UNIT: Obtaining Employment and Job Application

LENGTH: One week. Select areas of content according to student needs and time available.

WHEN TAUGHT: Grade 11

COMPETENCIES: The student will be able to:

1. Update personal profile and personal inventory.
2. List four expectations that an employer has of an employee.
3. Describe competitive work habits.
4. Identify desirable employee traits.
5. Compare and contrast various job applications.
6. Complete a job application.
7. Prepare for a job interview.
8. Compare and contrast resume formats.
9. Develop a personal resume.
10. Develop a cover letter.
11. Discuss legal rights on a job application and during an interview.
12. Secure two letters of recommendation.
13. Analyze post high school plans.
14. Complete admission applications.

CONTENT:

I. Personal profile and personal inventory

A. Update

1. As needed

2. Annually

II. Employer's expectations

A. Satisfactory school record

1. Academic

2. Behavior

B. Communications and interpersonal skills

C. Enthusiasm

D. Flexibility

E. Leadership

F. High energy level

G. Maturity

H. Other

III. Competitive work habits

A. Appearance

B. Attitude

C. Dependability

D. Grooming

E. Motivating individuals to do their best

1. Money

2. Recognition

3. Personal satisfaction

F. Time management

G. Social graces

H. Other

IV. Employee traits

A. Competence

B. Loyalty

C. Trustworthiness

D. Honesty

E. Willingness to accept responsibility

F. Industriousness

G. Cooperativeness

H. Other

V. Job application

A. Sources

B. Information requested

C. Other

VI. Completing a job application

A. Neatness

B. Completeness

C. Accuracy

D. Other

VII. Prepare for a job interview

A. Before the interview

1. Gather references

2. Anticipate questions

B. During the interview

1. Being on time

2. Introducing oneself

3. Observing etiquette

4. Maintaining a positive image of former employers

5. Thanking interviewer

C. After the interview

1. Writing thank you letter or note

2. Affirming one's interest

VIII. Resume formats

A. Chronological resume

B. Functional resume

C. Targeted resume

D. Resume alternative

IX. Personal resume

A. Typing

B. Paper quality

C. Layout

D. First and second drafts

E. Edit and critique

F. Duplicating and printing

X. Cover Letter

A. Be brief

B. Use the actual name and correct title of the contact person

C. Include reference to company profile

D. Answer the question: Why should I see you?

E. Use working vocabulary of business

F. Ask for the interview

G. Have positive closing

H. Other

XI. Legal rights and regulations

A. Equal opportunity employer

B. Age, sex, and marital status discrimination

C. Occupational Safety and Health Administration (O.S.H.A.)

D. Minimum wage and agriculture wage

E. Workman's compensation

F. Hours allowed to work

G. Work permit

H. Driver's license

I. Pesticide license

J. Tractor and machinery operation certificates

K. Training program certification

L. Social Security

M. Federal Income Tax and State Taxes

N. Other

XII. Letters of recommendation

A. Provide student information worksheet

1. Contact person

2. Future goals

3. Plans for college or post high school education

4. Awards and honors

5. Special interests, hobbies, talents

6. Clubs and service organizations in school

7. Non-school activities (church, community, employment)

8. Student government

9. Athletic teams

B. Provide personal statement letter

1. Strengths
2. Attitudes
3. Skills
4. Plans after completion of post high school goals

C. List people who know you well

1. Vocational agriculture teacher
2. High school teacher
3. Guidance counselor
4. Religious leader
5. Person in your field of study
6. Employer
7. Other

D. Schedule an appointment

1. Allow 10-14 days for completion of letter of recommendation
2. Personal contact
3. Provide stamped addressed envelope
4. Provide student information worksheet
5. Provide personal statement letter of yourself

E. Write a short and sincere thank you note

F. Inform individuals of your acceptance

G. Keep copies of letters of recommendations

XIII. Post-High School Plans

A. Specialized training programs

1. Two-year technical school

2. Four-year college

3. Job market

4. Military

5. Other

B. Admission applications

1. Obtain appropriate applications

2. Fill out completely

3. Supply additional information if needed

4. Submit by deadline

5. Other

TEACHER ACTIVITIES:

1. Provide students with and discuss objective sheet.

2. Assist students with updating their personal profile and personal inventory folder.

3. Collect and make available brochures, pamphlets, audio-visuals, computer software and other materials.

4. Discuss desirable employee traits.

5. Provide a variety of job applications.

6. Assist students in completing a job application.

7. Provide examples of resume formats.

8. Assist students in developing a personal resume.

9. Provide and assist students in developing a cover letter.

10. Invite guest speakers.

11. Organize a field trip to allow students an opportunity to see post-high school training and agriculture/agribusiness college programs.

12. Collect and make available brochures, pamphlets, catalogs, and admission applications on post-high school training and agriculture/agribusiness college programs.

13. Assist students in their post-high school plans as well as completing admission applications.

14. Administer quizzes and tests.

STUDENT ACTIVITIES

1. Read objectives.

2. Update folder on personal profile and personal inventory.

3. Maintain a notebook on class presentation and discussions.

4. Write a report on desirable employee traits, including employer's expectations as well as competitive work habits.

5. Create role playing situations.

6. Complete a job application.

7. Select one resume format and develop a personal resume.

8. Compose a cover letter.

9. Solicit two letters of recommendation.

10. Complete admission application for post-high school plans.

11. Research legal rights and regulations on a job application as well as during the job interview and report findings in class.

12. Consider post-high school plans and complete admission applications.

13. Complete quizzes and tests.

EVALUATION:

1. Attendance

2. Maintenance of notebook

3. Development of folder

4. Class projects

5. Quizzes and tests

INDIVIDUAL TEACHER UNIT REVIEW

This addition to the Curriculum Guide is included after each unit. After teaching this unit of instruction, please complete the form below. It is intended to be used by curriculum writers the next time this curriculum is revised. It is also intended for your own use as a basis for evaluating and updating each unit of study.

A. ADDITIONAL AND UPDATED TEACHING METHODS:

1. Student Activities--

2. Teacher Activities--

3. Evaluation Methods--

B. UPDATED BIBLIOGRAPHY:

1. References--

2. Media--

3. Computer Resources--

C. ADDITIONAL AND UPDATED RESOURCES INCLUDING ADDRESSES AND PHONE NUMBERS:

1. Resource Address Phone

D. WHEN TAUGHT AGAIN I WOULD MAKE THESE CHANGES:

1.

2.

3.

CAREER DEVELOPMENT CURRICULUM

UNIT: Post-High School Plans

LENGTH: One week. Select areas of content according to student needs and time available.

WHEN TAUGHT: Grade 12

COMPETENCIES: The student will be able to:

1. Update personal profile and personal inventory.
2. Identify sources of information for job opportunities.
3. Identify post-high school opportunities.
4. Write a paragraph presenting the dimensions of work.
5. Identify sources of scholarships.
6. Complete applications for scholarships.

CONTENT:

I. Personal profile and personal inventory
   - A. Update
     1. As needed
     2. Annually

II. Sources of information-job opportunities
   - A. Agriculture and agribusiness community
   - B. Vocational agriculture instructor
   - C. Guidance counselor
   - D. Help wanted ads
   - E. Employment agencies
   - F. Radio and television

G. Bulletin boards

H. Personnel offices

I. Post-high school training programs and colleges

J. Other

III. Post-high school opportunities

A. Specialized training programs

B. Two-year technical school

C. Four-year college

D. Job market

E. Military

F. Other

IV. Dimensions of work

A. Requisites of work: what it takes to get and do the job

1. General education requisites

a. reading, writing, speaking, and listening skills
b. social, human relations and dependability skills
c. reasoning and intellectual skills

2. Specific work requisites

a. particular knowledge, skills and proficiencies needed to perform specified work routine
b. ability to adjust to the physical and social setting of the work place
c. ability to adjust and adapt to a changing labor market and agricultural economy

B. Routines of work: what a person does on a job

1. Data

   a. synthesizing
   b. coordinating
   c. analyzing
   d. compiling
   e. computing
   f. copying
   g. comparing

2. People

   a. mentoring
   b. negotiating
   c. instructing
   d. supervising
   e. diverting
   f. persuading
   g. speaking
   h. serving

3. Things

   a. setting-up
   b. precision-working
   c. operating
   d. driving-operation
   e. manipulating
   f. tending
   g. feeding
   h. caring for
   i. handling

C. Returns of work: what a person gets from doing the job

1. Earnings

2. Fringe Benefits

3. Prestige

4. Power

5. Autonomy
6. Associations
7. Social benefits

V. Sources of Scholarships

A. Guidance counselor

B. State and National FFA scholarships

C. Financial assistance at various post high school educational facilities

D. Local FFA chapter scholarships

E. Parent's employer

F. Religious and civic groups

G. Other

II. Scholarship Applications

A. Meet the criteria

B. Fill out neatly, completely, and accurately

C. Supply necessary information

D. Submit by deadline

E. Other

TEACHER ACTIVITIES:

1. Provide students with and discuss objectives sheet.

2. Assist each student with updating their personal profile and personal inventory folder.

3. Maintain and update a bulletin board of job opportunities in agriculture and agribusiness.

4. Collect and make available brochures, pamphlets, audio-visuals, catalogs, computer software and admission applications on post-high school training, agriculture and agribusiness college programs.

5. Discuss with students the dimensions of work.

6. Collect and make available scholarship applications.

7. Assist the student in completing scholarship applications.

8. Administer quizzes and tests.

STUDENT ACTIVITIES:

1. Read objectives.

2. Update folder on personal profile and personal inventory.

3. Maintain notebook on class presentations and discussions.

4. Assess the bulletin board of job opportunities.

5. Discuss dimensions of work with parents or a working adult and report findings in class.

6. Finalize post-high school plans.

7. Complete and submit appropriate scholarship applications.

8. Complete quizzes and tests.

EVALUATION:

1. Attendance

2. Maintenance of notebook

3. Development of folder

4. Class projects

5. Quizzes and tests

RESOURCES:

1. College, post-secondary technical and continuing education brochures, pamphlets, catalogs and applications (admission and financial aid)
2. Prepared instructional material
3. Guidance office personnel and/or materials
4. Materials on career opportunities in agriculture/agribusiness
5. Field trip sites and/or resource speakers
6. Trade magazines
7. FFA material
8. S.A.E.P. material
9. Audio-visuals
10. Transparencies
11. Local advertising/employment agency
12. Computer software
13. Other

BIBLIOGRAPHY:

REFERENCES:

American Association for Vocational Instructional Materials
University of Georgia, Athens, Georgia 30602.

"Getting the Job you Really Want"
"The Quick Job Search"
"Guide for Occupational Exploration"
"Work in the New Economy"
"Dictionary of Occupational Titles"
"Dictionary of Occupational Titles Supplement"

Instructional Materials Service
Department of Education, 109 Kennedy Hall, Cornell University, Ithaca, New York 14853

"You and Your Job"
"Solving Problems/Making Decisions"
"Getting and Holding a Job"
"Careers in the Science of Agriculture"
"Life Skills/attitudes on the job"
"Job survival skills"
"The Working Citizens"
"Preparing Resumes and Applications"
"Developing Professionalism and Ethics"

Jackson, Tom. The Perfect Resume'
New York: Anchor Press, 1981.

National Agriculture Occupations Competency Study
U.S. Department of Health, Education and Welfare, Washington, D.C. 1978

National FFA Center
5632 Mt. Vernon Memorial Highway, P.O. Box 15160, Alexandria, VA 22309-0160

"Think about it"

Occupational Awareness Mini-brief for Agriculture
Box 948, Los Alamitos, California 40720, 1978

Occupational Outlook Handbook
U.S. Department of Labor, Bureau of Labor Statistics, Washington, D.C., March 1980

Occupational Outlook Quarterly
U.S. Department of Labor, Bureau of Labor Statistics, Washington, D.C.

Ohio Agriculture Education Curriculum Materials Service, Agriculture Education Service, Department of Agriculture Education, Room 254, 2120 Fyffe Road, Columbus, Ohio 43210-1010

"Introduction to Agriculture Business"
"Work Skills-Professional Set"
"Career Passport"
"Succeeding on Your First Job"

"Choosing Your Work"
"Locating Your Job"
"Getting Hired for Your First Job"
"Taking Care of Yourself"
"Getting Started on Your New Job"
"Getting Along with Other Workers"
"Careers in the Science of Agriculture"
"Agriculture Education is More than Farming"

MEDIA:

American Association for Vocational Instructional Materials, University of Georgia, Athens, Georgia 30602.

The Audio-Visual Loan Program, Instructional Materials Service, 109 Kennedy Hall, Cornell University, Ithaca, New York 14853.

"Born on the Earth", slides with tape
"Ag in the U.S.", slides with tape
"A Short History of U.S. Agriculture", slides with tape
"What is Agribusiness", slides with tape
"Energize the Green", slides with tape
"Careers-Agriculture Scientist", video
"Careers-Agriculture Producers", video
"Career Orientation for Teaching Agriculture", with slides and tape

Ohio Agriculture Education Curriculum Materials Service, Agricultural Education Service, Department of Agriculture Education, Room 254m 2120 Fyffe Road, Columbus, Ohio 43210-1010

"Employees Choice" video
"The Student's Choice", video
"It's Your Life...Take Charge", video
"The Helping Process" video
"Biotechnology: A Science Tool for the Future", video

Vocational Education Production
California Polytechnic State University, San Luis Obispo, California 93407

"A New Look At Careers in Agriculture", series of filmstrips and tapes.

COMPUTER SOFTWARE:

Ohio Agricultural Education Curriculum Materials Service
Agricultural Education Service, Department of Agricultural Education Room 254, 2120 Fyffe Road, Columbus, Ohio 43210-1010

"Print Shops Agriculture Clip Art" for Apple
"Agriculture Wheel of Fortune" for Apple
"Micro Tutor Quiz Master Ver. 4" for Apple/IBM
"Farm and Food Bytes: Introduction to Agriculture" for Apple and IBM
"Crossword Magic" for Apple

-30-

INDIVIDUAL TEACHER UNIT REVIEW

This addition to the Curriculum Guide is included after each unit. After teaching this unit of instruction, please complete the form below. It is intended to be used by curriculum writers the next time this curriculum is revised. It is also intended for your own use as a basis for evaluating and updating each unit of study.

A. ADDITIONAL AND UPDATED TEACHING METHODS:

1. Student Activities--

2. Teacher Activities--

3. Evaluation Methods--

B. UPDATED BIBLIOGRAPHY:

1. References--

2. Media--

3. Computer Resources--

C. ADDITIONAL AND UPDATED RESOURCES INCLUDING ADDRESSES AND PHONE NUMBERS:

1. Resource Address Phone

D. WHEN TAUGHT AGAIN I WOULD MAKE THESE CHANGES:

1.

2.

3.

FFA CURRICULUM

UNIT: Introduction to the FFA

LENGTH: Four weeks. Select areas of content according to student needs and time available.

WHEN TAUGHT: Grade 9

COMPETENCIES: The student will be able to:

1. Recall important historical and current facts regarding the history and status of the FFA.
2. State the aims and purposes of the FFA.
3. Write the FFA motto and explain its meaning.
4. Recite the FFA creed and answer questions regarding its meaning.
5. State the official FFA colors.
6. Describe the FFA emblem and explain the meaning of each part.
7. Demonstrate the proper use of the FFA jacket.
8. Describe the FFA Dress Code.
9. Describe the four types of FFA membership.
10. List three major advantages of becoming a member of the FFA.
11. Describe the benefits of paying dues on the local, state and national level.
12. List the major activities of the local chapter.
13. Describe district, state, national and international activities available to FFA members.
14. Describe the degrees of active membership and requirements of each.
15. List the names of local chapter officers.

16. Demonstrate committee responsibilities.

17. Demonstrate basic parliamentary abilities.

18. List the FFA recognition and award programs on the local, district, state and national level.

19. Describe the contests in which a member can participate on the local, district, state and national level.

20. Define a supervised agricultural experience program.

21. List the benefits of a supervised agricultural experience program.

22. Describe the relationship of a supervised agricultural experience program with FFA and classroom instruction.

23. Fulfill the Greenhand Degree requirements.

CONTENT:

I. History of the FFA

A. Local chapter

B. State association

C. National organization

II. Aims and Purposes of the FFA

III. FFA Motto

IV. FFA Creed

V. FFA Colors

A. National Blue

B. Corn Gold

VI. FFA Emblem

A. Cross-Section of Ear of Corn

B. Rising Sun

C. Plow

D. Owl

E. Eagle

F. The words "Agricultural Education"

VII. Wearing the FFA Jacket

VIII. FFA Dress Code

IX. Kinds of Membership

A. Active

B. Alumni

C. Collegiate

D. Honorary

X. Benefits of paying dues

A. Local FFA dues

B. State FFA dues

C. National FFA dues

XI. FFA Chapter activities available to members

A. Local level

B. District level

C. State level

D. National level

E. International level

XII. FFA Degrees of Active Membership

A. Greenhand Degree

B. Chapter FFA Degree

C. State FFA Degree

D. American FFA Degree

XIII. Chapter Officers

A. Positions

B. Responsibilities

C. Name of each current Chapter Officer

XIV. Committee work

A. Names of committees

1. Standing

2. Special

B. Responsibilities

1. Chair

2. Member

XV. Parliamentary Procedure

A. Why we use parliamentary procedures

B. Basic abilities

XVI. FFA member recognition and award programs

A. Local level

B. District level

C. State level

D. National level

XVII. FFA Team Contests

A. Local level

B. District level

C. State level

D. National level

XVIII. Supervised Agricultural Experience Program

A. Description

B. Requirements

C. Benefits

D. Relationship to FFA and classroom instruction

TEACHER ACTIVITIES:

1. Provide FFA Handbooks for all students.
2. Lecture and discussion.
3. Show FFA videos and slide shows.
4. Use National FFA Supply Service promotional materials.
5. Arrange for Chapter and State FFA Officers to be guest speakers.

STUDENT ACTIVITIES:

1. Take notes in class and discuss material presented.
2. Read assignments in FFA Handbook.
3. Practice and recite material in class.
4. Create an FFA timeline in class.

5. Role-play FFA officer positions.

6. Practice opening ceremonies.

7. Take part in mock FFA meetings.

8. Organize mini-chapters within the class.

9. Fill out Greenhand Degree Application.

EVALUATION:

1. Tests and quizzes.

2. Creed Contest

3. Completion of Chapter Greenhand checklist and test.

BIBLIOGRAPHY:

Student Handbook. National FFA Center, 5632 Mt. Vernon Memorial Highway, P.O. Box 15160, Alexandria, VA. 22309-0160.

INDIVIDUAL TEACHER UNIT REVIEW

This addition to the Curriculum Guide is included after each unit. After teaching this unit of instruction, please complete the form below. It is intended to be used by curriculum writers the next time this curriculum is revised. It is also intended for your own use as a basis for evaluating and updating each unit of study.

A. ADDITIONAL AND UPDATED TEACHING METHODS:

1. Student Activities--

2. Teacher Activities--

3. Evaluation Methods--

B. UPDATED BIBLIOGRAPHY:

1. References--

2. Media--

3. Computer Resources--

C. ADDITIONAL AND UPDATED RESOURCES INCLUDING ADDRESSES AND PHONE NUMBERS:

1. Resource Address Phone

D. WHEN TAUGHT AGAIN I WOULD MAKE THESE CHANGES:

1.

2.

3.

FFA CURRICULUM

UNIT: Programs and Activities

LENGTH: Two weeks. Select areas of content according to student needs and time available.

WHEN TAUGHT: Grade 10

COMPETENCIES: The student will be able to:

1. Describe the Building Our American Communities program.
2. List the steps in planning a successful BOAC project.
3. Describe the safety program.
4. Cite examples of quality safety program themes.
5. Describe the Food For America program.
6. Develop a successful Food For America program.
7. Define the Ag in the Classroom concept and its importance.
8. Identify objectives of National FFA Week.
9. Plan activities for National FFA Week.
10. Describe the National Band, Chorus and Talent programs.
11. Explain the benefits of the Washington Conference Program.
12. Outline the activities of the National FFA Convention.
13. List the FFA contests available at the local, state and national level.
14. Describe the opportunities that the FFA contests provide.
15. List the 29 proficiency award areas.
16. Fulfill the Chapter FFA Degree requirements.

CONTENT:

I. Building Our American Communities program
   A. Description
   B. Purpose
   C. Steps involved

II. Safety program
   A. Description
   B. Purpose
   C. Examples of suitable safety projects

III. Food For America program
   A. Description
   B. Purpose
   C. Steps in developing a successful FFA program
   D. Relation to Ag in the Classroom program

IV. Ag in the classroom
   A. Description
   B. Purpose
   C. Steps involved

V. National FFA Week
   A. Description
   B. Purpose
   C. Suggested activities

VI. National FFA Band, Chorus and Talent programs

A. Description

B. Applications

VII. National FFA Convention

A. Description

B. Purpose

VIII. FFA contests

A. Skills contests

B. Speaking contests

C. Parliamentary Procedure contest

IX. Proficiency Awards

A. 29 Areas (refer to FFA Student Handbook for list)

TEACHER ACTIVITIES:

1. Provide FFA Handbooks for all students.
2. Lecture and discussion.
3. Show FFA videos and slide shows.
4. Use National FFA Supply Service promotional materials.
5. Arrange for chapter officers, program committee chairpeople, State FFA Officers and alumni to be guest speakers.

STUDENT ACTIVITIES:

1. Take notes and discuss material presented.
2. Read assignments in FFA Student Handbook.
3. Review the chapter's completed program applications from previous years.

4. Review completed proficiency award applications from both current and past FFA members.

5. Role-play program committees.

6. Brainstorm for possible program themes and ideas.

7. Complete proficiency applications based on each student's SAE project.

EVALUATION:

1. Tests and quizzes.

2. Proficiency application completion.

3. Completion of Chapter FFA Degree checklist and test.

BIBLIOGRAPHY:

Student Handbook. National FFA Center, 5632 Mt. Vernon Memorial Highway, P.O. Box 15160, Alexandria, VA. 22309-0160.

INDIVIDUAL TEACHER UNIT REVIEW

This addition to the Curriculum Guide is included after each unit. After teaching this unit of instruction, please complete the form below. It is intended to be used by curriculum writers the next time this curriculum is revised. It is also intended for your own use as a basis for evaluating and updating each unit of study.

A. ADDITIONAL AND UPDATED TEACHING METHODS:

1. Student Activities--

2. Teacher Activities--

3. Evaluation Methods--

B. UPDATED BIBLIOGRAPHY:

1. References--

2. Media--

3. Computer Resources--

C. ADDITIONAL AND UPDATED RESOURCES INCLUDING ADDRESSES AND PHONE NUMBERS:

1. Resource Address Phone

D. WHEN TAUGHT AGAIN I WOULD MAKE THESE CHANGES:

1.

2.

3.

FFA CURRICULUM

UNIT: FFA Leadership

LENGTH: Two weeks. Select areas of content according to student needs and time available.

WHEN TAUGHT: Grade 10

COMPETENCIES: The student will be able to:

1. List the responsibilities of each chapter officer position.
2. Develop a program of activities for the local chapter.
3. Develop a chapter budget.
4. Give examples of agriculturally related fund raising activities.
5. Participate in chapter fund raising activities.
6. Demonstrate public speaking skills.
7. Demonstrate skills of parliamentary procedure.

CONTENT:

I. Chapter officers

   A. Description of each office

   B. Responsibilities of each office

   C. Names and positions of current Chapter FFA officers

II. Program of activities

   A. Supervised Agricultural Experience (SAE)

   B. Cooperation

   C. Community service

   D. Leadership

E. Earnings and savings

F. Conduct of meetings

G. Recreation

H. Public relations

I. Participation in State and National activities

J. Alumni relations

III. Chapter budget

A. Receipts

B. Disbursements

C. Balance

IV. Fund raising activities

A. Purpose

B. Timing

C. Examples

V. Public Speaking skills

A. Selection of a topic

B. Parts of a speech

1. Introduction

2. Body

3. Conclusion

C. Delivery

1. Stage presence

2. Voice

3. Eye contact

4. Facial expression

5. Gestures

6. Sincerity

7. Poise

VI. Parliamentary Procedure

A. Why we use Parliamentary Procedure

B. The use of the gavel

C. Voting procedures

D. Requirements for a meeting

E. Conducting the meeting

F. Summary of motions

G. Order of precedence of motions

TEACHER ACTIVITIES:

1. Provide FFA Handbooks for all students.

2. Lecture and discussion.

3. Show FFA videos and slide shows.

4. Arrange for chapter officers to review chapter program of activities and chapter budget with students.

5. Arrange for a demonstration in class by the chapter parliamentary procedure team.

6. Invite the winners of the prepared and extemporaneous public speaking chapter contests to demonstrate their speaking ability for the class.

7. Bring students on a field trip to the district public speaking and parliamentary procedure contests.

STUDENT ACTIVITIES:

1. Take notes and discuss material presented.

2. Read assignments in FFA Handbook.

3. Practice and recite material in class.

4. Role-play chapter officers in a mock meeting.

5. Participate in a public speaking contest.

6. Participate in a mock parliamentary procedure contest against the chapter officers.

7. Participate in chapter fund raising activities.

8. Develop a chapter budget.

9. Develop a program of activities.

EVALUATION:

1. Tests and quizzes

2. Public Speaking Contest

3. Completion of Chapter FFA Degree checklist and test

BIBLIOGRAPHY:

Robert's Rules of Order. New York: Jove Publications, Inc., 1982.

Student Handbook. National FFA Center, 5632 Mt. Vernon Memorial Highway, P.O. Box 15160, Alexandria, VA. 22309-0160.

INDIVIDUAL TEACHER UNIT REVIEW

This addition to the Curriculum Guide is included after each unit. After teaching this unit of instruction, please complete the form below. It is intended to be used by curriculum writers the next time this curriculum is revised. It is also intended for your own use as a basis for evaluating and updating each unit of study.

A. ADDITIONAL AND UPDATED TEACHING METHODS:

1. Student Activities--

2. Teacher Activities--

3. Evaluation Methods--

B. UPDATED BIBLIOGRAPHY:

1. References--

2. Media--

3. Computer Resources--

C. ADDITIONAL AND UPDATED RESOURCES INCLUDING ADDRESSES AND PHONE NUMBERS:

1. Resource Address Phone

D. WHEN TAUGHT AGAIN I WOULD MAKE THESE CHANGES:

1.

2.

3.

FFA CURRICULUM

UNIT: Applications and Programs

LENGTH: One week. Select areas of content according to student needs and time available.

WHEN TAUGHT: Grade 11

COMPETENCIES: The student will be able to:

1. Explain the purpose of the Work Experience Abroad Program.
2. Complete the State FFA Degree application.
3. Complete a Proficiency Award in SAE area.
4. Review the qualifications for the American FFA Degree.
5. Complete the Chapter Award application for Safety.
6. Complete the Chapter Award application for Building Our American Communities (BOAC).
7. Complete the Superior Chapter Award application.

CONTENT:

I. Work Experience Abroad (WEA)

A. Purpose of the program

B. Locations and opportunities available

C. Program requirements

D. Three, six and twelve month programs

E. Application for acceptance

F. Cost to the member

II. Award applications

A. Review applications of the various awards

B. Requirements for the completion of BOAC, Superior Chapter and Safety Awards

C. Requirements for the American FFA Degree

D. Requirements for the completion of the State FFA application

E. Requirements for the completion of a proficiency award in the student's SAE area.

TEACHER ACTIVITIES:

1. Organize applications.
2. Order audio-visual aids.
3. Invite WEA participants to speak.
4. Collect past award winning applications.

STUDENT ACTIVITIES:

1. Listen to presentations by former WEA participants.
2. Review applications of WEA participants.
3. Watch WEA videotape.
4. Review applications of past state winners in BOAC, Superior Chapter and Safety.
5. Review applications of past state proficiency award winners.
6. Complete chapter applications in Safety, BOAC and Superior Chapter.
7. Complete a proficiency award.
8. Take photographs for the award applications.

EVALUATION:

1. Complete applications for BOAC, Safety and Superior Chapter.
2. Submit completed proficiency award to be judged on the chapter level.
3. Write to embassies for information on a country of interest that participates in WEA.

RESOURCES:

1. WEA participants
2. WEA brochure and application
3. State FFA applications
4. American FFA applications
5. Safety brochures
6. BOAC information packet
7. Superior Chapter application

BIBLIOGRAPHY:

FFA Supply Service Catalog. National FFA Center, 5632 Mt. Vernon Memorial Highway, P.O. Box 15160, Alexandria, VA. 22309-0160.

Student Handook. National FFA Center, 5632 Mt. Vernon Memorial Highway, P.O. Box 15160, Alexandria, VA. 22309-0160.

INDIVIDUAL TEACHER UNIT REVIEW

This addition to the Curriculum Guide is included after each unit. After teaching this unit of instruction, please complete the form below. It is intended to be used by curriculum writers the next time this curriculum is revised. It is also intended for your own use as a basis for evaluating and updating each unit of study.

A. ADDITIONAL AND UPDATED TEACHING METHODS:

1. Student Activities--

2. Teacher Activities--

3. Evaluation Methods--

B. UPDATED BIBLIOGRAPHY:

1. References--

2. Media--

3. Computer Resources--

C. ADDITIONAL AND UPDATED RESOURCES INCLUDING ADDRESSES AND PHONE NUMBERS:

1. Resource Address Phone

D. WHEN TAUGHT AGAIN I WOULD MAKE THESE CHANGES:

1.

2.

3.

FFA CURRICULUM

UNIT: Banquets and Beyond

LENGTH: One week. Select areas of content according to student needs and time available.

WHEN TAUGHT: Grade 12

COMPETENCIES: The student will be able to:

1. Explain the function of the FFA Alumni.
2. Name the activities in which the Alumni participate.
3. Serve as chapter representatives to the Alumni.
4. Plan the chapter banquet.
5. Assist the officers in preparing a guest list.
6. Assist the officers in sending out banquet invitations.
7. Create the banquet program.
8. Organize and order awards for the banquet.
9. Complete scholarship applications and senior award forms.
10. Identify post high school support organizations.

CONTENT:

I. Alumni

A. Local, state and national levels of the organization

B. Opportunities available as an alumni member

C. Activities in the local organization

D. Membership dues and requirements

E. Offices available

II. Banquet organization

A. Banquet Committees

1. Set-up and clean-up: organize volunteers

2. Awards/Program: order supplies, organize and print the program

3. Dinner: local hall and/or caterer, select menu

4. Tickets: print and sell banquet tickets

5. Doorprizes and donor list

B. Budget for the banquet

C. Prepare a guest list

D. Write invitations

E. Assign program areas to different individuals

F. Write thank you notes

G. Review banquet and make recommendations for the following year

III. Scholarships and senior awards

A. School and community-based awards and scholarships

B. National scholarships

C. Post high school scholarships

IV. Support organizations for graduates

A. Adult Education Programs

B. Connecticut Agricultural Information Council

C. Connecticut Nurserymen

D. Connecticut Agriculturalists Education Association

E. Extension agencies

F. Farm Bureau

G. Grange

H. Other

TEACHER ACTIVITIES:

1. Collect information on national, state and local alumni.

2. Gather past banquet programs.

3. Collect applications for scholarships and awards that are offered locally, regionally and nationally.

4. Organize information on agricultural support organizations in Connecticut and regionally.

5. Coordinate speakers from support organizations.

STUDENT ACTIVITIES:

1. Serve as chapter representatives to alumni affiliate.

2. Volunteer to work on banquet committees.

3. Assist in preparing a guest list and writing invitations.

4. Work on completing the banquet program.

5. Complete scholarships and awards.

EVALUATION:

1. Accomplish banquet committee activities.

2. Complete scholarship and award applications.

RESOURCES:

1. Resource people from alumni and support organizations
2. Scholarship and award applications
3. Connecticut Agricultural Information Council organization listing

BIBLIOGRAPHY:

FFA Supply Service Catalog. National FFA Center, 5632 Mt. Vernon Memorial Highway, P.O. Box 15160, Alexandria, VA. 22309-0160.

Student Handook. National FFA Center, 5632 Mt. Vernon Memorial Highway, P.O. Box 15160, Alexandria, VA. 22309-0160.

INDIVIDUAL TEACHER UNIT REVIEW

This addition to the Curriculum Guide is included after each unit. After teaching this unit of instruction, please complete the form below. It is intended to be used by curriculum writers the next time this curriculum is revised. It is also intended for your own use as a basis for evaluating and updating each unit of study.

A. ADDITIONAL AND UPDATED TEACHING METHODS:

1. Student Activities--

2. Teacher Activities--

3. Evaluation Methods--

B. UPDATED BIBLIOGRAPHY:

1. References--

2. Media--

3. Computer Resources--

C. ADDITIONAL AND UPDATED RESOURCES INCLUDING ADDRESSES AND PHONE NUMBERS:

1. Resource Address Phone

D. WHEN TAUGHT AGAIN I WOULD MAKE THESE CHANGES:

1.

2.

3.

FFA CURRICULUM

UNIT: Parliamentary Procedure

LENGTH: One week. Select areas of content according to student needs and time available.

WHEN TAUGHT: Grade 11 or 12

COMPETENCIES: The student will be able to:

1. Present motions.
2. Identify main motions.
3. Identify and use common privileged motions.
4. Identify and use common incidental motions.
5. Identify and use common subsidiary motions.
6. Identify and use incidental main motions.
7. Practice using parliamentary procedure skills.

CONTENT:

I. Review simple motions

A. Proper wording of a motion

B. Use of a second

C. Proper discussion

D. Voting

1. Majority

a. ballot
b. hand
c. stand
d. voice

2. 2/3 Majority

a. ballot
b. hand
c. stand

II. Common privileged motions

A. Adjourn

1. Purpose: end the meeting

2. Requirements

a. second
b. not discussible
c. not amendable
d. majority vote

B. Question of Privilege

1. Purpose: ask for rights and privileges

2. No requirements

C. Call for the Orders of the Day

1. Purpose: to assure that business is progressing according to the agenda

2. No requirements

III. Common Incidental Motions

A. Appeal

1. Purpose: to put to a vote a decision made by the president on benalf of the membership

2. Requirements:

a. second
b. not discussible
c. not amendable
d. majority vote

B. Division of the House

1. Purpose: to take a specific vote on a voice vote that was very close

2. No requirements

C. Point of Order

1. Purpose: to make evident an error in the order of the meeting

2. No requirements

D. Vote by Roll Call

1. Purpose: to give each member the opportunity to have their vote individually counted

2. Requirements:

a. second
b. not discussible
c. amendable
d. majority vote

E. Suspend the Rules

1. Purpose: to change the regular order of business

2. Requirements:

a. second
b. not discussible
c. not amendable
d. 2/3 vote

F. Withdraw a Motion

1. Purpose: to allow the maker of the motion to withdraw it from the floor. If the motion has not been restated by the president, the maker may withdraw it without a vote. If it has been restated, the motion now belongs to the membership and requires a unanimous vote to withdraw the motion.

2. Requirements:

a. second
b. not discussible
c. not amendable
d. unanimous vote if it were restated

IV. Common Subsidiary Motions

A. Lay on the Table

1. Purpose: to put off the vote on a motion until the next regular meeting or later in the same meeting. A motion to Take From the Table must be used to bring the motion up again.

2. Requirements

a. second
b. not discussible
c. not amendable
d. majority

B. Previous Question

1. Purpose: to end discussion and vote on the motion on the floor

2. Requirements:

a. second
b. not discussible
c. not amendable
d. 2/3 majority

C. Limit Debate

1. Purpose: to limit the number of people or length of time for discussion

2. Requirements:

   a. second
   b. not discussible
   c. amendable
   d. 2/3 majority

D. Refer to Committee

1. Purpose: to send a motion to a committee for further information

2. Requirements:

   a. second
   b. discussible
   c. amendable
   d. majority

E. Amend

1. Purpose: to add, delete or substitute words in the motion

2. Requirements:

   a. second
   b. discussible
   c. amendable
   d. majority

F. Postpone indefinitely

1. Purpose: to decline to take a vote on a motion. This kills the main motion and it can only be brought back with a motion to reconsider.

2. Requirements:

a. second
b. discussible
c. not amendable
d. majority

G. Postpone definitely

1. Purpose: to put off voting on a motion to a specific date when it would be brought up under old business

2. Requirements:

a. second
b. discussible
c. amendable
d. majority or 2/3 majority if rescind is not announced prior to the meeting

V. Common Incidental Main Motions

A. Rescind

1. Purpose: to strike a motion from the records

2. Requirements:

a. second
b. discussible
c. amendable
d. majority or 2/3 majority if rescind is not announced prior to the meeting

B. Reconsider

1. Purpose: to bring a motion back up before the meeting. It must be brought up by a member of the winning side.

2. Requirements:

a. second
b. discussible
c. not amendable
d. majority

C. Take From the Table

1. Purpose: to bring a tabled motion back before the membership

2. Requirements:

a. second
b. not discussible
c. not amendable
d. majority

D. Resolution

1. Purpose: to present a fancy motion

2. Requirements:

a. second
b. discussible
c. amendable
d. majority

TEACHER ACTIVITIES:

1. Provide list of parliamentary abilities.

2. Arrange for a mock meeting.

3. Videotape the mock meetings.

STUDENT ACTIVITIES:

1. Create main motions for practice.

2. Practice abilities in a mock meeting.

3. Make flash cards of the abilities.

EVALUATIONS:

1. Quizzes

2. Mock meeting participation

RESOURCES:

1. Past parliamentary procedure team members
2. Robert's Rules of Order Book
3. FFA Student Handbook
4. Connecticut Chapter Meeting Contest Rules

BIBLIOGRAPHY:

Robert's Rules of Order. New York: Jove Publications, Inc., 1982.

Student Handbook. National FFA Center, 5632 Mt. Vernon Memorial Highway, P.O. Box 15160, Alexandria, VA. 22309-0160.

INDIVIDUAL TEACHER UNIT REVIEW

This addition to the Curriculum Guide is included after each unit. After teaching this unit of instruction, please complete the form below. It is intended to be used by curriculum writers the next time this curriculum is revised. It is also intended for your own use as a basis for evaluating and updating each unit of study.

A. ADDITIONAL AND UPDATED TEACHING METHODS:

1. Student Activities--

2. Teacher Activities--

3. Evaluation Methods--

B. UPDATED BIBLIOGRAPHY:

1. References--

2. Media--

3. Computer Resources--

C. ADDITIONAL AND UPDATED RESOURCES INCLUDING ADDRESSES AND PHONE NUMBERS:

1. Resource Address Phone

D. WHEN TAUGHT AGAIN I WOULD MAKE THESE CHANGES:

1.

2.

3.

SAE PROGRAMS

UNIT: Supervised Agricultural Experience Program

LENGTH: Select areas of content according to student needs and time available.

WHEN TAUGHT: All grades

COMPETENCIES: The student will be able to:

1. Define a supervised agricultural experience (SAE) program.
2. Identify the relationship between SAE program and a vocational agriculture education/FFA course of studies.
3. List the possibilities of SAE programs related to areas in agriculture.
4. Relate the SAE program to specific career goals.
5. Distinguish between long term and short term goals.
6. Determine existing prerequisites for specific job opportunities.
7. Select a program related to personal goals.
8. List the types of records required and their purpose.
9. Determine the hours per year requirement for each grade level based on criteria of individual Vo-Ag centers.
10. Distinguish between income and expense records.
11. Maintain a detailed record book of hours spent on SAE program.
12. Update records and inventory skills acquired on a weekly/monthly basis.
13. Determine evaluation format for SAE program.
14. Transfer data from records to award and scholarship applications.

CONTENT:

I. Introduction to SAE project

A. Purpose of SAE

B. Relationship of SAE to Vo-Ag and FFA program

C. Scope of projects

II. Goal Setting

A. Goals

1. Personal interests

2. Career objectives

B. Setting goals

1. Short term

2. Long term

C. Prerequisites for specific jobs

1. Basic skills

2. Human relationships

3. Job availability

4. Money management

5. Education and training

III. Selecting an individual program

A. Types of programs

1. Ownership

a. sales/service
b. processing
c. custom operation

2. Placement program

a. school setting
b. agricultural firm
c. farm

3. Improvement project

a. home
b. community
c. other

4. Supplementary project

B. Relationship to taxonomy areas

1. Plant science

2. Animal science

3. Natural resources

4. Agricultural mechanics

IV. Requirements

A. Specific hours required for each year

B. Ownership

1. Types or size of enterprises

2. Summary of expenses

3. Summary of receipts

4. Inventory of agricultural assets and liabilities

5. Net worth

C. Placement

1. Activities performed and hours worked

2. Summary of expenses

3. Summary of receipts

D. Net worth

1. Ownership project net worth

2. Bank accounts

3. Ownership project liabilities

4. Inventory personal assets

5. Financial profile

a. certificate of deposit (CD)
b. stocks and bonds
c. cash value life insurance
d. retirement accounts

IV. Record keeping

A. Types of records

1. Financial

a. income
b. expenses

2. Hourly

a. monthly
b. weekly

B. Completion of forms

1. Neat

2. Complete

3. Accurate

4. Punctual

5. Consistent

V. Evaluation

A. Student Hour Sheets

B. On-site instructional visits

1. Verification of hours

2. Extended classroom instruction

C. Employer/Supervisor

1. Feedback

2. Recommendations

VI. Growth and development

A. Awards

1. Chapter

2. State

3. National

B. Scholarships

1. Chapter

2. State

3. National

B. Noted experiences and achievements in FFA and community

1. FFA offices held and committee responsibilities

2. Participation in leadership activities

3. Participation in community service activities

4. Participation in activities for awards and recognition

5. Participation in school activities

6. Degree advancements

a. Greenhand
b. chapter FFA degree
c. state FFA degree
d. American FFA degree

D. Alumni

1. Field trip sites

2. Resource person

3. Potential employer

TEACHER ACTIVITIES:

1. Explain SAE as an integral part of program.

2. Conference with parents and students.

3. Present career videos and slide presentations.

4. Establish rapport with potential employers/supervisors.

5. Bridge the gap between classroom activities and SAE program.

6. Use classified ads for potential employment.

7. Schedule field trips to potential employers.

8. Demonstrate recording information in record books.

9. Evaluate record books for neatness, completeness, consistency and accuracy.

10. Demonstrate how to fill out award and scholarship applications using record information.

11. Schedule instructional visits.

12. Develop rapport with the local business people by inviting them to speak to classes.

13. Keep current file of job ideas and contacts.

14. Document progress of individual programs with photographs, slides and videos.

15. Utilize FFA incentives to recognize student accomplishments.

STUDENT ACTIVITIES:

1. Obtain an approved SAE program.

2. Establish goals for SAE project(s).

3. Maintain a SAE program record book.

4. Develop skills related to agriculture.

5. Participate in on-site instructional visits.

6. Fill out award and scholarship applications using records.

7. Exhibit at county and state fairs.

EVALUATION:

1. Assess the accomplishment of individual goals

2. On-site visitations

3. Neatness, accuracy, consistency and completeness of records

4. Feedback from employers/supervisors

5. Changes implemented as a result of evaluations

6. Completion of award applications

RESOURCES:

1. Approved chapter record books

2. Resource personnel

   a. Employers/supervisors

   b. Alumni

   c. Guidance counselors

3. U.S. Department of Labor

BIBLIOGRAPHY:

REFERENCES:

Record books available from FFA Supply Service, Alexandria, Va.
a. SOE Handbook
b. Record books: Ownership, Placement, Basic.

Vocational Agriculture Record Book for Agricultural Production, The French-Bray Printing Company, Glen Burnie, Md 21061.

Supervised Occupational Experience in Agriculture, Plans and Records, The French-Bray Printing Company, Glen Burnie, Md 21061.

National Ag Occupation Competency Study, U.S. Department of Health, Education and Welfare, Washington, D.C.

MEDIA:

More Than Profit, slides, National FFA Supply Service.

FFA-Preparing for Progress, slides, National FFA Supply Service.

Bridging the Gap, film, Vernard Films.

Ideas for SAE Projects in Agricultural Mechanics

Collect antique farm implements

Work at a parts store

Work as large engine mechanic: diesel/gasoline

Compete in tractor pull competitions

Repair small engines

Restore tractors

Assemble small equipment for a dealership

Restore equipment

Install and maintain irrigation systems

Construct lawn furniture

Construct lawn ornaments

Install drain pipes to redirect water

Construct window boxes

Work at hardware store

Develop home improvement plan

****

List exemplary projects in agricultural mechanics from your Center:

Ideas for SAE Projects Related to Animal Science

Engage in sheep production

Work on dairy farm

Raise heifers

Engage in beef production

Engage in swine production

Engage in commercial rabbitry

Develop a purebred rabbitry

Participate in rabbit shows

Assist veterinarian

Breed horses

Manage horses

Train horses

Participate in horse shows

Take care of zoo animals

Take care of school animals

Engage in poultry production/hatching

Attend pet shop

Manage pet shop

Breed dogs

Manage kennel

Train and raise guide dogs

Engage in dog handling

Plan dog/cat show

Breed tropical birds

Raise pet rats

Raise tropical fish

Sell/service pet products

Photograph animals

Work at feed store

Groom pets

Sit for pets

Work at processing plant

Participate in wool/yarn projects

Volunteer for Humane Society

Participate in marine life activity: Mystic volunteer, beach combing, shell collecting

Assist in nutrition research

****

List exemplary projects in animal science from your Center:

Ideas for SAE Projects Related to Natural Resources

Repair chainsaw

Raise game birds

Produce maple syrup

Work at fish hatchery

Become conservation club member (active)

Work for taxidermist

Perform arborist services

Become member of town recycling committee (active)

Become audobon society member (active)

Participate in Christmas bird count

Work at Christmas tree nursery

Develop wildlife improvement project

Develop habitat survey for town plots

Work at museum and/or nature center

Photograph wildlife for a class presentation

Create nature trails

Survey farmers pond

Design stream improvement project

Plan school arbor day activity

Work at local sawmill

Provide tree trimming service

Participate on town inland/wetland committee

Construct bluebird houses

Conduct bird population census

****

List exemplary projects in natural resources from your Center:

Ideas for SAE Projects Related to Plant Science:

Work in Vo-Ag greenhouse

Design floral arrangements

Manage floral shop

Develop landscape design for home

Start landscape maintenance business

Start lawn care business

Produce vegetables to sell

Produce fruit to sell

Photograph plants and present to class

Engage in home improvement projects

Design landscape for area on school grounds

Collect insects for classroom display

Develop greenhouse experiments

Design container garden for patio or balcony

Design miniature garden

Prepare dried flowers to sell

Create pressed flower designs

Construct a stone wall

Install brick walk

Create water garden

Label botanical plant material in the Vo-ag greenhouse

Rake leaves

Manage Vo-ag nursery

Rototill gardens

Raise cut flowers to sell to local florists

****

List exemplary projects in plant science from your Center:

INDIVIDUAL TEACHER UNIT REVIEW

This addition to the Curriculum Guide is included after each unit. After teaching this unit of instruction, please complete the form below. It is intended to be used by curriculum writers the next time this curriculum is revised. It is also intended for your own use as a basis for evaluating and updating each unit of study.

A. ADDITIONAL AND UPDATED TEACHING METHODS:

1. Student Activities--

2. Teacher Activities--

3. Evaluation Methods--

B. UPDATED BIBLIOGRAPHY:

1. References--

2. Media--

3. Computer Resources--

C. ADDITIONAL AND UPDATED RESOURCES INCLUDING ADDRESSES AND PHONE NUMBERS:

1. Resource Address Phone

D. WHEN TAUGHT AGAIN I WOULD MAKE THESE CHANGES:

1.

2.

3.

APPENDIX A

SAMPLE FORMS/RECORDS

The following pages contain a representative sampling of forms and records which may be useful to teachers and students. Modifications may be made to meet individual needs.

SUPERVISED AGRICULTURAL EXPERIENCE PLANNING FORM

Directions and Example

Students will fill in the top portion of the form before starting their SAE. The bottom portion of the form is then filled out as they are doing their SAE and acquiring their skills.

SAE: CORDWOOD

Starting Date: SEPTEMBER 1, 1991

Ending Date: MARCH 1, 1992

Description: Cutting trees, splitting, stacking and selling

GOALS:

1. Properly operate a chainsaw when felling trees
2. Identify tree species and know which is best for burning.
3. Properly operate and maintain a log splitter.
4. Measure a cord of firewood
5. Market 10 cords of firewood.

ACQUIRED SKILLS RELATED TO SAE PROGRAM

SUPERVISED AGRICULTURAL EXPERIENCE PLANNING FORM

SAE: _____

Starting Date: _____

Ending Date: _____

Description: _____

GOALS:

1. _____
2. _____
3. _____
4. _____
5. _____

ACQUIRED SKILLS RELATED TO SAE PROGRAM

SUPERVISED AGRICULTURAL EXPERIENCE AGREEMENT

Directions and Example

Prior to placement on a job site, complete the SAE Agreement to specify the major responsibilities of each participant and the conditions of work.

All Parties Agree TO:

An initial period of 10 working days to allow the student to adjust to the job.

Responsibilities and Conditions:

The student employee will work no more than 15 hours per week. The initial wage rate will be $4.50 per hour. After 6 weeks the wage rate will be evaluated and may be raised to $5.00 per hour. The student will rotate jobs within the farm to obtain a variety of experiences

Starting Date: October 1, 1991

Completion Date: _____

Student: _____ (signature)

Address: _____

_____

Tel. No.: _____

Employer: _____ (signature)

Address: _____

_____

Tel. No.: _____

Parent: _____ (signature)

Address: _____

_____

Tel. No.: _____

Instructor: _____ (signature)

Address: _____

_____

Tel. No.: _____

SUPERVISED AGRICULTURAL EXPERIENCE AGREEMENT

All Parties Agree TO:

An initial period of _____ working days to allow the student to adjust to the job.

Responsibilities and Conditions:

_____
_____
_____
_____
_____
_____
_____

Starting Date: _____

Completion Date: _____

Student: _____ (signature)

Address: _____

_____

_____

Tel. No.: _____

Employer: _____ (signature)

Address: _____

_____

_____

Tel. No.: _____

_____

Parent: _____ (signature)

Address: _____

_____

_____

Tel. No.: _____

Instructor: _____ (signature)

Address: _____

_____

_____

Tel. No.: _____

SAE HOURLY RECORDS

Directions

Students write their tasks done at their SAE in the diagonal blocks and then fill in the number of hours they spend doing that task in the blocks below for the day it was performed.

DATE	Operating Chain saw Tree felling & Cutting	Hire & Sell Hay Power Sell Hay	Wood stacking	Cordwood Sales & Delivery				
1	3 hr							
2	2 hr							
3		- hr						
4								
5		1 hr	2 hr					
6								
7		3 hr						
8		3 hr						
9	3 hr							
10	3hr							
11		1 hr	2 hr					
12		1 hr						
13	2 hr		1 hr					
14	1 hr							
15				2 ½ hr				
16	3 hr							
17								
18								
19								
20	2 hr							
21		3 hr						
22		3 hr						
23	2 ½ hr		1 hr					
24	1 hr							
25			2 hr					
26	4 hr							
27								
28			2 ½ hr					
29								
30				2 hr				
31								
Tot.	27½ hr	17 hr	16½ hr	4½ hr				

Paid Hours 59 ½ hrs

Unpaid Hours _____

Total Hours 59 ½ hrs

Total Pay $250.00

Month: September 1991

Name: _____

SAE: CORDWOOD

BEST COPY AVAILABLE

SAE HOURLY RECORDS

DATE							

AGRICULTURAL INVENTORY for Year: _____

Buildings:	Date Purchased	Cost New	Value Today

Equipment:	Date Purchased	Cost New	Value Today

Animals:	Date Purchased	Cost New	Value Today

Collections:	Date Purchased	Cost New	Value Today

AGRICULTURAL INVENTORY for Year: _____

:	Date Purchased	Cost New	Value Today

:	Date Purchased	Cost New	Value Today

:	Date Purchased	Cost New	Value Today

:	Date Purchased	Cost New	Value Today

PERSONAL INVENTORY

ASSETS: List the market value of your share of each asset

Nature of Assets	Value 19____		Value 19____		Value 19____	
	%	$	%	$	%	$
Cash						
Checking Accounts						
Savings Account						
FFA Thrift Account						
Bonds, Stocks, Notes						
Receivable (specify)						
Cash Value						
Cash Surrender Value of Life Insurance (not face value)						
Auto						
Motorcycle						
Snowmobile						
Bicycle						
Stereo						
Sewing Machine						
Typewriter						
Clocks						
Radio						
Musical Instrument (specify)						
Luggage						
Furniture						
Guns and Weapons						
Records						
Tapes						
Books						
Book Music						
Statues						
Posters, Pictures, and Paintings						
Clothes						
Shoes						
Jewelry						
Hobby Collections						
House Plants						
Pets						
Others (specify)						
Total Assets						

RECORD OF INSTRUCTOR'S VISITS AND CONFERENCES

Date	Recommendations Made

Instructor: _____ Date: _____

Student: _____ Date: _____

Employer: _____ Date: _____

FFA LEADERSHIP
OFFICES AND AWARDS

Degrees Held in FFA

Greenhand: _____ Date Received: _____

Chapter FFA Degree: _____ Date Received: _____

State FFA Degree: _____ Date Received: _____

American FFA Degree: _____ Date Received: _____

Offices Held in the FFA

FFA offices held	School year office held			Length of service in Months
	Chap.	Dist.	State	
President				
Vice-President				
Secretary				
Treasurer				
Reporter				
Sentinel				
(Other)				

FFA Awards Won

Date	Award

PARTICIPATION IN FFA ACTIVITIES

Date	Participation in leadership events such as committees, fairs, contests and other activites	Level			
		Local	District	State	Nat'l.

APPENDIX B

VOCATIONAL EDUCATION IN AGRICULTURE

AND

THE COMMON CORE OF LEARNING

VOCATIONAL EDUCATION IN AGRICULTURE AND THE COMMON CORE OF LEARNING

See pages 96-98 for the full text of each element listed in abbreviated form below.

RATING SCALE

A Element should be given a major focus
B Element should be given a moderate focus
C Element should be given a minor focus
D Element not traditionally a focus

	Course Offerings		
	CAREER DEV.	FFA	SAE
ATTRIBUTES AND ATTITUDES			
Positive Self-Concept			
1. Worth and Self-esteem	A	A	A
2. Personal Effectiveness	A	A	A
3. Understanding Strengths and Weaknesses	A	A	A
Motivation and Persistence			
1. Pride of Accomplishment	A	A	A
2. Desire to Succeed	A	A	A
3. Tasks and Ambitions	A	A	A
Responsibility and Self-Reliance			
1. Identify Needs and Set Goals	A	A	A
2. Responsibility for Actions	A	A	A
3. Dependability	A	A	A
4. Self-Control	A	B	A
Intellectual Curiosity			
1. Questioning Attitude	A	A	A
2. Independence of Thought	A	A	A
3. Lifelong Learning	A	A	A
Interpersonal Relations			
1. Productive Relationships	A	A	A
2. Concerns and Customs of Others	A	A	A
3. Reach Group Decisions	A	A	A
4. Roles and Responsibilities	A	A	A
Sense of Community			
1. Belonging to a Group	A	A	A
2. Quality of Life	A	A	A
3. Values, Standards and Traditions	A	A	A
4. Historical and Ethnic Heritage	B	C	B
Moral and Ethical Values			
1. Moral and Ethical Conduct	A	A	A
2. Values Affect Choices and Conflicts	A	A	A
3. Moral Judgments and Ethical Decisions	A	A	A

BEST COPY AVAILABLE

VOCATIONAL EDUCATION IN AGRICULTURE AND THE COMMON CORE OF LEARNING

See pages 96-98 for the full text of each element listed in abbreviated form below.

RATING SCALE

A Element should be given a major focus
B Element should be given a moderate focus
C Element should be given a minor focus
D Element not traditionally a focus

SKILLS AND COMPETENCIES	Course Offerings		
	CAREER DEV.	FFA	SAE
Reading			
1. Main and Subordinate Ideas	B	B	B
2. Comparisons, Contracts, Sequences	B	B	B
3. Meaning-Inferential, Literal	B	B	B
4. Predictions, Questions, Conclusions	B	B	B
5. Critical Judgments	B	B	B
6. Varying Reading Speed and Method	B	B	B
7. Features of Reference Materials	B	B	B
Writing			
1. Sentence Structure	C	B	C
2. Organize and Relate Ideas	A	A	B
3. Sentences and Paragraphs	C	B	C
4. Language Style and Format	B	B	B
5. Conceive Ideas	B	B	B
6. Gather Information	B	B	B
7. Restructuring and Rewriting	B	C	C
Speaking, Listening and Viewing			
1. Oral Exchange of Ideas	A	A	A
2. Ask and Answer Questions	A	A	A
3. Spoken Instructions	A	A	A
4. Distinguish Relevant and Irrelevant	A	B	A
5. Comprehend Ideas	A	A	A
6. Verbal and Nonverbal Presentations	A	B	A
7. Oral Presentations	A	A	A
Quantitative Skills			
1. Add, Subtract, Multiply and Divide	B	B	A
2. Use Measurements	C	C	A
3. Ratios and Proportions	C	C	C
4. Spatial Relationships	C	C	C
5. Estimates and Approximations	C	C	C
6. Probability and Statistics	C	C	C
7. Tables, Charts and Graphs	C	C	C
8. Solve Problems	B	B	B

BEST COPY AVAILABLE

VOCATIONAL EDUCATION IN AGRICULTURE AND THE COMMON CORE OF LEARNING

See pages 96-98 for the full text of each element listed in abbreviated form below.

RATING SCALE

A Element should be given a major focus
B Element should be given a moderate focus
C Element should be given a minor focus
D Element not traditionally a focus

	Course Offerings		
	CAREER DEV.	FFA	SAE
Reasoning and Problem Solving			
1. Inductive and Deductive	B	B	B
2. Conclusions from Information	B	B	B
3. Predictions and Hypotheses	B	B	B
4. Concepts and Generalizations	B	B	B
5. Cause and Effect Relationships	B	B	B
6. Formulate Problems	B	B	B
7. Information Pertinent to Problems	B	B	B
8. Solutions to Problems	B	B	B
9. Creative Thinking Skills	B	B	B
Learning Skills			
1. Goals and Priorities	A	A	A
2. Habits Conducive to Learning	A	A	A
3. Short and Long Term Projects	A	A	A
4. Sources of Information	B	A	A
5. Note Taking	B	B	B

BEST COPY AVAILABLE

VOCATIONAL EDUCATION IN AGRICULTURE AND THE COMMON CORE OF LEARNING

See pages 96-98 for the full text of each element listed in abbreviated form below.

RATING SCALE

A Element should be given a major focus
B Element should be given a moderate focus
C Element should be given a minor focus
D Element not traditionally a focus

UNDERSTANDINGS AND APPLICATIONS	Course Offerings		
	CAREER DEV.	FFA	SAE
The Arts: Creative and Performing			
1. Expressing Emotions	C	B	C
2. Appreciate the Arts	D	C	C
3. Art Forms and Style	D	C	C
4. Materials and Tools	D	D	C
5. Language of Each Art Form	D	D	C
6. Aesthetics Qualities	D	D	D
Careers and Vocations			
1. Positive Attitudes Toward Work	A	A	A
2. Employability Skills	A	B	A
3. Range of Occupations	A	A	A
4. Education and Training	A	A	A
5. Personal Economics	A	A	A
6. Interpersonal Skills	A	A	A
Cultures and Languages			
1. Common Characteristics	B	B	B
2. Differences Among People	C	C	C
3. Understanding Other Cultures	C	C	C
4. Structure of Language	D	D	D
5. Commonalities and Differences	C	C	C
6. Foreign Language	D	C	C
History and Social Sciences			
1. Connecticut, U.S. and World	B	B	B
2. U.S. History and Government	C	B	C
3. Economics	A	C	A
4. Political and Economic System	B	B	B
5. Disciplines of History	C	D	C
6. World Geography	C	C	C
7. Critical Thinking	A	B	A
8. Pluralistic Society	C	C	C
9. Mutual Dependence	C	C	C

BEST COPY AVAILABLE

VOCATIONAL EDUCATION IN AGRICULTURE
AND THE COMMON CORE OF LEARNING

See pages 96-98 for the full text of each element listed in abbreviated form below.

RATING SCALE
A Element should be given a major focus
B Element should be given a moderate focus
C Element should be given a minor focus
D Element not traditionally a focus

	Course Offerings		
	CAREER DEV.	FFA	SAE
Literature			
1. Human Experiences	C	C	C
2. Essential Elements	D	C	D
3. Literary Masterpieces	D	D	D
4. Symbolism, Allegory and Myth	D	D	D
5. Literary Themes	D	D	D
6. Literary Works	D	D	D
7. Reading as Lifelong Pursuit	C	D	D
Mathematics			
1. Expressing Quantifiable Ideas	C	B	B
2. Problem Solving	B	B	A
3. Consumer and Job-related Tasks	A	B	A
4. Tools for Solving Problems	B	B	A
5. Physical and Social Phenomena	C	C	C
6. Using Numbers	C	B	B
7. Algebraic and Geometric Concepts	C	C	C
8. Statistical Concepts	D	D	C
Physical Development and Health			
1. Growth and Development	C	C	C
2. Physical Fitness	D	D	D
3. Scientific Principals	C	C	B
4. Social Development	B	B	B
5. Elements of Nutrition	D	D	D
6. Healthy Environment	C	C	C
Science and Technology			
1. Basic Principles of the Science	C	C	B
2. Natural Resources	B	B	A
3. Solving Problems	B	B	B
4. Natural Phenomena	D	D	B
5. Laboratory Measuring	D	C	B
6. Emerging Technologies	B	B	B
7. Potential and Limitations	B	B	B

BEST COPY AVAILABLE

THE COMMON CORE

ATTRIBUTES AND ATTITUDES

A positive self-image and self-esteem are crucial to learning. These attributes determine goals, behaviors and responses to others. Furthermore, people depend on and influence one another. Therefore, it is important that students take responsibility for their lives and set appropriate goals for themselves. In doing so, they develop lifelong attitudes.

The family and societal forces other than schools play major roles in fostering student growth, and schools can provide a supportive climate for that growth. While it is inappropriate for schools to accept the sole or even primary responsibility for developing these attributes and attitudes, it is also inappropriate to deny the critical importance of these factors as preconditions to learning, as consequences of the teaching of all disciplines, and as desired outcomes for all students.

Positive Self-Concept

As part of education in grades K-12, each student should be able to:
1. appreciate his/her worth as a unique and capable individual and exhibit self-esteem;
2. develop a sense of personal effectiveness and a belief in his/her ability to shape his/her future;
3. develop an understanding of his/her strengths and weaknesses and the ability to maximize strengths and rectify or compensate for weaknesses.

Motivation and Persistence

As part of education in grades K-12, each student should be able to:
1. experience the pride of accomplishment that results from hard work and persistence;
2. act through a desire to succeed rather than a fear of failure, while recognizing that failure is a part of everyone's experience;
3. strive toward and take the risks necessary for accomplishing tasks and fulfilling personal ambitions.

Reponsibility and Self-Reliance

As part of education in grades K-12, each student should be able to:
1. assume the primary responsibility for identifying his/her needs and setting reasonable goals;
2. initiate actions and assume responsibility for the consequences of those actions;
3. demonstrate dependability;
4. demonstrate self-control.

Intellectual Curiosity

As part of education in grades K-12, each student should be able to:
1. demonstrate a questioning attitude, open-mindedness and curiosity;
2. demonstrate independence of thought necessary for leadership and creativity;
3. pursue lifelong learning.

Interpersonal Relations

As part of education in grades K-12, each student should be able to:
1. develop productive and satisfying relationships with others based upon mutual respect;
2. develop a sensitivity to and an understanding of the needs, opinions, concerns and customs of others;
3. participate actively in reaching group decisions;
4. appreciate the roles and responsibilities of parents, children and families.

Sense of Community

As part of education in grades K-12, each student should be able to:
1. develop a sense of belonging to a group larger than friends, family and coworkers;
2. develop an understanding of the importance of each individual to the improvement of the quality of life for all in the community;
3. examine and assess the values, standards and traditions of the community;
4. understand and appreciate his/her own historical and ethnic heritage as well as that of others represented within the larger community.

Moral and Ethical Values

As part of education in grades K-12, each student should be able to:
1. recognize the necessity for moral and ethical conduct in a society;
2. recognize that values affect choices and conflicts;
3. develop personal criteria for making informed moral judgments and ethical decisions.

SKILLS AND COMPETENCIES

All educated citizens must possess a core of basic or enabling skills and competencies that provide the critical intellectual foundations for broader acquisition of knowledge. These enabling skills, applied in diverse ways, form the heart of an academic experience as each contributes to the development of understanding within and among disciplines.

Reading

As a result of education in grades K-12, each student should be able to:
1. identify and comprehend the main and subordinate ideas, details and facts in written work and summarize the ideas in his/her own words;
2. identify, comprehend and infer comparisons, contrasts, sequences and conclusions in written work;
3. recognize different purposes and methods of writing, identify a writer's point of view and tone, and interpret a writer's meaning inferentially as well as literally;
4. set purposes, ask questions and make predictions prior to and during reading and draw conclusions from reading;
5. make critical judgments about written work including separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistency and judging the validity of evidence and sufficiency of support;
6. vary his/her reading speed and method based on the type of material and the purpose for reading;
7. use the features of books and other reference materials, such as table of contents, preface, introduction, titles and subtitles, index, glossary, appendix and bibliography.

Writing

As a result of education in grades K-12, each student should be able to:
1. write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice and spelling;
2. select, organize and relate ideas and develop them in coherent paragraphs;
3. organize sentences and paragraphs into a variety of forms and produce writing of an appropriate length using a variety of composition types;
4. use varying language, information, style and format appropriate to the purpose and the selected audience;

5. conceive ideas and select and use detailed examples, illustrations, evidence and logic to develop the topic;
6. gather information from primary and secondary sources; write a report using that information; quote, paraphrase and summarize accurately; and cite sources properly;
7. improve his or her own writing by restructuring, correcting errors and rewriting.

Speaking, Listening and Viewing

As a result of education in grades K-12, each student should be able to:

1. engage critically and constructively in an oral exchange of ideas;
2. ask and answer questions correctly and concisely;
3. understand spoken instructions and give spoken instructions to others;
4. distinguish relevant from irrelevant information and the intent from the details of an oral message;
5. identify and comprehend the main and subordinate ideas in speeches, discussions, audio and video presentations, and report accurately what has been presented;
6. comprehend verbal and nonverbal presentations at the literal, inferential and evaluative levels;
7. deliver oral presentations using a coherent sequence of thought, clarity of presentation, suitable vocabulary and length, and nonverbal communication appropriate for the purpose and audience.

Quantitative Skills

As a result of education in grades K-12, each student should be able to:

1. add, subtract, multiply and divide using whole numbers, decimals, fractions and integers;
2. make and use measurements in both traditional and metric units to measure lengths, areas, volumes, weights, temperatures and times;
3. use ratios, proportions and percents, powers and roots;
4. understand spatial relationships and the basic concepts of geometry;
5. make estimates and approximations, and judge the reasonableness of results;
6. understand the basic concepts of probability and statistics;
7. organize data into tables, charts and graphs, and read and interpret data presented in these forms;
8. formulate and solve problems in mathematical terms.

Reasoning and Problem Solving

As a result of education in grades K-12, each student should be able to:

1. recognize and use inductive and deductive reasoning, recognize fallacies and examine arguments from various points of view;
2. draw reasonable conclusions from information found in various sources, and defend his/her conclusions rationally;
3. formulate and test predictions and hypotheses based on appropriate data;
4. comprehend, develop and use concepts and generalizations;
5. identify cause and effect relationships;
6. identify and formulate problems;
7. gather, analyze, synthesize and evaluate information pertinent to the problem;
8. develop alternative solutions to problems, weigh relative risks and benefits, make logical decisions and verify results;
9. use critical and creative thinking skills to respond to unanticipated situations and recurring problems.

Learning Skills

As a result of education in grades K-12, each student should be able to:

1. set learning goals and priorities consistent with stated objectives and progress made, and allocate the time necessary to achieve them;
2. determine what is needed to accomplish a task and establish habits conducive to learning independently or with others;
3. follow a schedule that accounts for both short and long term project accomplishment;
4. locate and use a variety of sources of information including print and nonprint materials, computers and other technologies, interviews and direct observations;
5. read or listen to specific information and take effective and efficient notes.

UNDERSTANDINGS AND APPLICATIONS

Skills and competencies cannot be ends in themselves. Unless students have the knowledge and experiences needed to apply those learnings and develop a fuller understanding of life, their education will be incomplete. Schools must therefore accept responsibility for leading students through a body of knowledge and its application. This is what comprises the major content of the curriculum.

These understandings and applications have been grouped here under the usual disciplines, but it is important to recognize the inter-relationship among the disciplines and to promote students' ability to transfer knowledge and applications across subject areas.

The Arts: Creative and Performing

As a result of education in grades K-12, each student should be able to:

1. express his/her own concepts, ideas and emotions through one or more of the arts (art, music, drama and dance);
2. appreciate the importance of the arts in expressing and illuminating human experiences;
3. understand that personal beliefs and societal values influence art forms and styles;
4. identify the materials, processes and tools used in the production, exhibition and public performance of works of art, music, drama and dance;
5. use and understand language appropriate to each art form when discussing, critiquing and interpreting works in the visual and performing arts;
6. identify significant works and recognize the aesthetic qualities of art, music, drama and dance from different historical periods and cultures.

Careers and Vocations

As a result of education in grades K-12, each student should be able to:

1. demonstrate positive attitudes toward work, including acceptance of the necessity of making a living and an appreciation of the social value and dignity of work;
2. demonstrate attitudes and habits (such as pride in good workmanship, dependability and regular attendance) and the employability skills and specialized knowledge that will make the individual a productive participant in economic life and a contributor to society;
3. consider the range of occupations that will be personally satisfying and suitable to his/her skills, interests and aptitudes;
4. identify, continue or pursue the education and training necessary for his/her chosen career/vocation;
5. understand personal economics and its relationship to skills required for employment, promotion and financial independence;
6. exhibit the interpersonal skills necessary for success in the workplace (such as working harmoniously as part of a team, and giving and taking direction).

BEST COPY AVAILABLE

Cultures and Languages

As a result of education in grades K-12, each student should be able to:

1. recognize characteristics common to all people, such as physical attributes, emotional responses, attitudes, abilities and aspirations;
2. respect differences among people and recognize the pluralistic nature of United States society;
3. demonstrate an understanding of other cultures and their roles in international affairs;
4. analyze the structure of spoken and written language;
5. recognize the commonalities and the differences that exist in the structure of languages;
6. understand and communicate in at least one language in addition to English.

History and Social Sciences

As a result of education in grades K-12, each student should be able to:

1. recognize and analyze events, personalities, trends and beliefs that have shaped the history and culture of Connecticut, the United States and the world;
2. demonstrate a knowledge of United States history and government and understand the duties, reponsibilities and rights of United States citizenship;
3. understand the basic concepts of economics;
4. analyze and compare the political and economic beliefs and systems of the United States with those of other nations;
5. apply major concepts drawn from the disciplines of history and the social sciences—anthropology, economics, geography, law and government, philosophy, political science, psychology and sociology—to hypothetical and real situations;
6. demonstrate basic knowledge of world geography;
7. apply critical thinking skills and knowledge from history and the social sciences to the decision-making process and the analysis of controversial issues in order to understand the present and anticipate the future;
8. understand the roles played by various racial, ethnic and religious groups in developing the nation's pluralistic society;
9. appreciate the mutual dependence of all people in the world and understand that our lives are part of a global community joined by economic, social, cultural and civic concerns.

Literature

As a result of education in grades K-12, each student should be able to:

1. understand that literature reflects and illuminates human experiences, motives, conflicts and values;
2. understand the essential elements of poetry, drama, fiction and nonfiction;
3. understand and appreciate selected literary masterpieces, both past and present, that manifest different value systems and philosophies;
4. recognize symbolism, allegory and myth;
5. identify literary themes and their implications;
6. evaluate selected literary works and support each evaluation;
7. enjoy reading as a lifelong pursuit.

Mathematics

As a result of education in grades K-12, each student should be able to:

1. understand that mathematics is a means of expressing quantifiable ideas;
2. apply mathematical knowledge and skills to solve a broad array of quantitative, spatial and analytical problems;
3. use mathematical skills and techniques to complete consumer and job-related tasks;
4. select and use appropriate approaches and tools for solving problems, including mental computation, trial and error, paper and pencil, calculator and computer;
5. use mathematical operations in describing and analyzing physical and social phenomena;
6. demonstrate a quantitative sense by using numbers for counting, measuring, comparing, ordering, scaling, locating and coding;
7. apply basic algebraic and geometric concepts to representing, analyzing and solving problems;
8. use basic statistical concepts to draw conclusions from data.

Physical Development and Health

As a result of education in grades K-12, each student should be able to:

1. understand human growth and development, the functions of the body, human sexuality and the lifelong value of physical fitness;
2. plan and implement a physical fitness program with a variety of conditioning exercises and/or leisure activities;
3. understand the basic scientific principles which apply to human movement and physical activities;
4. understand the role physical activities play in psychological and social development;
5. understand and apply the basic elements of proper nutrition, avoidance of substance abuse, prevention and treatment of illness, and management of emotional stress;
6. recognize the need for a safe and healthy environment, practice proper safety skills, and demonstrate a variety of basic life saving skills.

Science and Technology

As a result of education in grades K-12, each student should be able to:

1. understand and apply the basic principles, concepts and language of biology, chemistry, physics, earth and space science;
2. understand the implications of limited natural resources, the study of ecology and the need for conservation;
3. identify and design techniques for recognizing and solving problems in science, including the development of hypotheses and the design of experiments to test them—the gathering of data, presenting them in appropriate formats, and drawing inferences based upon the results;
4. use observation and analysis of similarities and differences in the study of natural phenomena;
5. demonstrate the ability to work with laboratory measuring, manipulating and sensing devices;
6. understand the implications of existing and emerging technologies on our society and our quality of life, including personal, academic and work environments;
7. recognize the potential and the limitations of science and technology in solving societal problems.

BEST COPY AVAILABLE

GENERAL BIBLIOGRAPHY

Bennett, M.B. & Curtis, S.M., eds. (1989). Careers in the science of agriculture: Student resource unit. PA: Pennsylvania State University.

Farr, J.M. (1989). The quick job search. IN: JIST Works, Inc.

Instructional Materials Laboratory. (1987). Agriscience 101 - complete lesson set #8379. TX: Texas A & M University.

Instructional Materials Laboratory. (1988). Agriscience 312 - complete lesson set #8746. TX: Texas A & M University.

Instructional Materials Laboratory. (1988). Curriculum guide for Agriscience 101 - Introduction to world agricultural science and technology. TX: Texas Education Agency.

Instructional Materials Laboratory. (1988). Curriculum guide for Agriscience 311 - Agribusiness management and marketing TX: Texas Education Agency.

Instructional Materials Laboratory. (1978). SOAP for vocational agriculture placement. MO: University of Missouri.

Instructional Materials Laboratory. Supervised agricultural experience programs. MO: University of Missouri.

Lankard, B.A. (1987). Work skills: Job search skills: Competency workbooks 1-5. OH: National Center for Research in Vocational Education.

Lankard, B.A. (1987). Work skills: Orientation to the world of work. OH: National Center for Research in Vocational Education.

Lankard, B.A. (1987). Work skills: Work maturity skills: Competency workbooks 1-7. OH: National Center for Research in Vocational Education.

Lankard, B.A. (1987). Work skills resource manual. OH: National Center for Research in Vocational Education.

National FFA Organization. (1986). Advisors guide to the student handbook. (2nd ed.). VA: FFA

National FFA Organization. (1990). Food for America. VA: FFA.

National FFA Organization. Handbook. Supervised occupational experience. VA: FFA

National FFA Organization. (1986). Student handbook. (9th ed.). VA: FFA

Smith, M., Underwood, J., & Bultmann, M. (1991). Careers in agribusiness and industry. IL: Interstate.

Smith, M., Underwood, J., & Bultmann, M. (1991). Careers in agribusiness and industry. Teacher's manual. IL: Interstate.

Thompson, D. & Moore, M. (1987). Special needs students in agricultural sciences. A teacher's handbook. TX: Texas A & M University.

Williams, D.L. (1978). An instructional packet on SOAP of beginning vo-ag students. IA: Iowa State University.